

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Update on the Collaborative Center for Literacy Development and the Kentucky Writing Project State Network

Applicable Statute or Regulation:

KRS 158.792 and 704 KAR 3:480 - Reading Diagnostic and Intervention Grants; KRS 164.0207 - Collaborative Center for Literacy Development; NCLB - Reading First; KRS 156.553 and 704 KAR 3:490 – Teacher’s Professional Growth Fund; 703 KAR 5:010 – Writing Portfolio Procedures

History/Background:

Existing Policy. This is the second staff note in a series of three updates on literacy that the Kentucky Board of Education (KBE) will receive over the course of the April 2007 through August 2007 KBE meetings. A Kentucky Board of Education goal in the current strategic plan is for every student to read at or above the proficient level. At the April KBE meeting, the staff note focused on a broad overview of statewide initiatives related to improving the literacy achievement of Kentucky’s children from early childhood through high school. Included in the April staff note were the Conditions of Literacy Success and a summary of how students in Kentucky are performing on state and national assessment measures. The Conditions of Literacy Success serve as the focus for the KDE literacy work on improving the literacy performance of Kentucky students.

Conditions of Literacy Success

1. Supportive, participating families that value literacy.
2. Early diagnosis and evaluation with appropriate individual intervention for students who struggle with literacy at all levels.
3. Content area reading and writing instruction in all academic areas.
4. Acknowledgement and ownership by communities of the importance of reading and writing that leads to literacy attainment as a means to improve economic development and the quality of life.
5. Adequate time devoted to the teaching of reading and writing.
6. Engaging instruction in a supportive environment that will motivate students to achieve and to value education.
7. Well-prepared and supported teachers at all levels who have a deep understanding and knowledge of the latest research and processes needed to teach students to read and write in all content areas. (See Attachment A, “A Summary of *Writing Next*,” for an overview of recently published research in the field of literacy.)
8. Leadership and policy direction at all levels that support reading and writing and lead to high literacy attainment for all Kentuckians.

The purpose of this review item is to provide the KBE with an update on literacy initiatives that are being implemented with collaborative partners across Kentucky to reach this goal. One partner, the Collaborative Center for Literacy Development housed at the University of Kentucky, will present an update of their work with state-funded literacy projects such as the Early Childhood Teacher Academies, Read to Achieve, the Kentucky Reading Project, and the Adolescent Literacy Coaching Project as well as the federally funded Reading First and Striving Readers projects. Key findings from the research in Kentucky schools will be presented about what is working and the future direction and support schools need to reach the goal of proficiency in literacy. Another partner, the Kentucky Writing Project State Network, will present an overview of the Kentucky Writing Project's participation rate, content, and an update on results of their work, including lessons learned about closing the achievement gap in writing.

Below is a brief summary of the work of the Collaborative Center for Literacy Development and the Kentucky Writing Project State Network.

Collaborative Center for Literacy Development (CCLD)

State-funded

- **Early Childhood Teacher Academies: Evaluation**
CCLD funded an evaluation of this project that targeted participants' level of learning at the academies, the effect of the academies on classroom instruction, and the effect on child language, literacy and early mathematics development.
- **Read to Achieve: Evaluation**
CCLD is charged with creating a comprehensive research agenda that considers the impact of various reading and intervention programs K-3 on student achievement in reading.
- **Kentucky Reading Project: Professional Development**
This initiative provides literacy training to elementary teachers (P-5) with an emphasis on family involvement.
- **Adolescent Literacy Coaching Project (ALCP): Professional Development**
This initiative supports teachers in grades 4-12 by providing content-area literacy techniques and coaching strategies.

Federally-funded

- **Reading First: Evaluation**
This professional development initiative for primary teachers and teachers of special needs students grades K-12 has an emphasis on using scientifically-based reading research (SBRR), providing explicit and systematic reading instruction based on the five essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension), using student assessment data to plan instruction, and planning to meet the individual student's instructional needs.
- **Striving Readers: Evaluation**
This reading intervention program targets struggling middle and high school readers by providing professional development to literacy coaches and content-area teachers focused on implementing techniques for integrating literacy instruction across subject areas.

Kentucky Writing Project (KWP) State Network

- This state-sponsored network of the National Writing Project fosters teacher leadership in Kentucky schools in order to improve writing instruction. The Kentucky Writing Project State Network connects eight project sites that reach teachers and administrators interested in writing instruction. The eight sites are Eastern Kentucky University, Morehead State University, Mountain Writing Project (located at Hazard Community College), Murray State University, Northern Kentucky University, University of Kentucky, University of Louisville and Western Kentucky University.
- Summer Institute: Professional Development
This institute focuses on implementing research-based strategies in writing instruction across grade levels and content areas. Kentucky public school teachers of all content areas, primary through college, are eligible to apply. A yearlong commitment is required.
- Open Programs: Professional Development
These professional development opportunities are available to all P-12 public school teachers in Kentucky. Open programs focus on meeting the instructional needs of Kentucky teachers through research-based practices. An example of an open program is the Summer 2006 Achievement Gap Institute. During these institutes, teachers studied methods of incorporating literacy and inquiry strategies to meet the needs of specific student populations.
- Invitational Programs: Professional Development
These programs are typically designed for teachers who successfully complete the Summer Institutes and are ready for even more intensive inquiry and leadership experiences in writing.

Impact on Getting to Proficiency:

Statewide literacy partnerships enable us to better evaluate the impact of teacher professional growth opportunities and to inform the direction of future professional growth experiences. Literacy initiatives that are being implemented both internally through the Kentucky Department of Education staff and with collaborative partners across Kentucky support students from early childhood through high school graduation; they have a strong impact on enabling students to reach proficiency in literacy.

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